

# THE CEA CRITIC

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## FROM THE ANNUAL MEETING

### Teaching Teachers to Teach

The good teacher is an articulate man with a passion for his subject. Whatever may be said of articulation I know of no school for passion but life and the precept of great teachers. A passion for literature is not available in the curriculum of the School of Education and I doubt that it can be made available in any course for teachers established by the English department.

#### Beyond the Minima

There are certainly courses in English for which a man may be readily trained rather than educated. Remedial English, courses in reading speed and comprehension, and to a considerable extent the basic courses in expository writing are mechanical courses in which the teacher is largely concerned with teaching more or less fixed answers. I believe that any reasonably intelligent graduate student can be trained to follow a syllabus in such courses, and that departmental supervision can help him with various pedagogical suggestions. But only to the extent of helping him to achieve minimum standards. Beyond the minima, he must stand on his own as a teacher and as a man of humane letters.

#### Teach Questions

But aside from these few courses in which we teach answers, the curriculum is largely made up of courses in which we can teach only questions. The measure of such a course is the breadth of compre-

hension with which the questions are raised and transmitted. These questions are the true rostrum of the English teacher and his true training.

I am arguing, that is, that our present faculties are the true training school of our future faculties. If the teacher of today teaches well, the teacher of tomorrow will be able to take care of himself. It seems relevant therefore to consider some ways in which I have observed literature to be mistaught by the teachers of today.

#### Neither History nor Theology

In the first place I submit that literature in our universities is an art form which is taught primarily as either history or theology. Let me say that I have no argument with the historian and no dream of getting the clergymen out of the teaching profession. All teachers are clergymen and should be. The problem, as I see it, is to purify their faith.

You will recall that Dante punished violence against art along with violence against God. I see the following ways in which this violence is commonly perpetrated.

#### Nor Ideas

First, I am afraid the history of ideas course is traveling away from the work of literature rather than toward it. After all it has produced the Syntopicon and with Yeats I will ask "Had she another Troy to burn?" The great ideas

courses too often become not a history of ideas as expressed in the literary art form, but a history of ideas paraphrased out of the poetic content and context. One reads the *Valediction Forbidding Mourning* and then leaves to discuss neo-platonism. Instead of staying *within* to discuss the poem as a poem. The poem as a great rhythmic and imagistic achievement. And finally the poem as the way Donne lived what the poem expresses.

Any teacher of history worth his salt would be aware of the absurdity of teaching that di-di-dah—means FATE KNOCKING AT THE DOOR. Such a paraphrase has no musical meaning, and I doubt that it has any meaning. Yet I consistently observe a similar kind of mis-teaching whereby the poem becomes some sort of paraphrase that I am certain would convulse the defenseless author. I ask the paraphraser therefore to defend themselves against Yeats' great statement: O body swayed to music, O brightening glance, How can we know the dancer from the dance?

Unless the poem is allowed to exist in its own context, there is no approach to literature.

#### Study All Art Forms

Secondly, and relatedly, I do not see how one art form can be intelligently taught without serious attention to other art forms.

Painting, sculpture, music, and dance have constantly exerted influences on literature that the great ideas course is not organized to perceive. Moreover the arts are themselves a way of thinking. In dealing with the ways in which any art is a way of thinking and being, one learns more of the way in which literature is a way of thinking and being.

Admittedly we are laboring under a difficulty here. Nobody writes literature in order to have it taught. The classroom is *per se* a violence to art. The only apology the teacher can offer for this violence is to regret it and to try to make the classroom that large and airy castle of the mind which it can ideally become when a Kittridge or a Bredvold occupies it.

#### Moral Misjudgments

Finally, and speaking to fellow clergymen, I fear a tendency in teaching which I can best locate by anecdote. In a recent discussion group some one happened to draw a comparison between Odysseus and Hemingway's Colonel in *Across the River and into the Trees*.

Immediately the voice rose crying: "How can you make any such comparison? Homer leaves us with a POSITIVE AFFIRMATION OF HOPE but Hemingway is NOTHING BUT A NEGATIVIST." (I am quoting exactly.)

This is of course a moral statement. And certainly I have no objection to morality in art. Of course good art is moral; it is so overwhelmingly and always moral that the moralist who is not sufficiently confused by it to avoid such table-thumping nonsense about Positive Affirmations, is no moralist at all. All but bad art is moral, and all but bad art is affirmative; it asserts that making the art form is a better richer truer and deeper way of living than not creating that form. The fact that I happen to paint my vision of value with no clothes on whereas the art historian was brought up a Quaker and thinks that value can only exist under four petticoats cannot subtract from the art. It does subtract from the perception of the Professor.

#### Art Makes Happen

The tenet of the faith I am trying to advance here is simply that art must not be judged by its subject. A dance that sets itself the theme of interpreting the Fall of Troy is only incidentally concerned with the Fall of Troy. If it is good art it must achieve a kinesthetic equivalent for the feeling generated by the idea of the Fall of Troy. It does not talk about, it makes happen.

What is the morality of art? Is Tennyson's *In Memoriam* a moral poem, professor? Could Tennyson

## Faculty Committee on Teaching

PROFESSOR Abbott said, "Nobody ever taught me how to teach. Except one man: Go into the classroom with three times more Than there's time to say, he told me, and forget yourself."

Abbott was Chairman of the Committee. We met in September, Late in September, when the first campus leaves were being raked, But after the freshmen, and before the new instructors, young, With new tweeds and degrees.

### The Faculty Committee on Teaching.

He said, "I used to tear up my lecture-notes, and try never To give the same lecture the same. Now I don't even make notes. Students talk to me. They come and sit in my office, and talk. For my dulltest but necessary lectures, I wear my brightest tie."

Seven instructors had been summoned. Half an hour from now The Committee would discuss with them teaching.

#### Notes?

#### Neckties?

Dr. Clement said, "Study-plans. Frequent examinations. Tell them When they come in, that this only is safety, order, and policy."

The autumn grew later as he spoke.

"There are," said Spinney,

"Socio-economic evaluations to be made boom-boom of literature."

October seemed much nearer, and the bare trees of November.

"I lend them books," Abbott said. "They usually bring them back."

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## SECEA

## Group Thinking and Personal Testament

General crisis induces illusions of crisis wherever one looks. It brings to the tongue the apocalyptic phrase. Yet ours is advisedly called a time of major crisis for the traditional English department. For a listing of the chief simples making up this compound crisis, see "GHQ and Field Notes," Dec., 1951, *Critic*, and "Where Do We Go from Here?" *ibid.* Right now, one big contributing cause: the glacial force of the gradual shift from college education for the few to "higher education for all."

## Viable Vegetation and the Glacial Force

The danger is that, instead of flowing around and leaving intact the still viable established regimen of our English departments, this glacial force will uproot it, drag it along till it is pulverized—at least worn beyond recognition, and deposited as so much debris. Hence our master dilemma.

We are committed—some joyfully, some reluctantly—to the glacial mass movement of education in breadth (a quantitative, dynamic, activist impetus). Yet we also have an inescapable need for education in depth and height. To help provide essential intellectual leadership, we need a qualitative accent in democratic higher education. Otherwise, as Matthew Arnold pointed out, we run the risk of inadequate or improper leadership, and our free society is jeopardized.

In Rotterdam, at an international conference of students and professors almost three years ago, I identified this as the thrilling, possibly tragic, central conflict to be watched in the drama of contem-

porary higher education in the United States. (Cf. "Higher Education for Citizenship: A Larger View," *Bulletin Assoc. of Am. Colleges*, Dec., 1950; reprinted as Dec. 1950 *Critic* supplement.) In his *Education and Liberty*, Dr. James Conant has recently put his finger on the same crux as urgently needing resolution.

## SECEA Fronts Dilemma

In its executive councils, in its conferences and reports, the Southeastern College English Association has been firmly fronting this master dilemma, and has been testing the range and limits of accommodation between the two components creating this central crux—the possibilities of synchronous development or dialectic synthesis. Just as it has already gained the commendation of Cleanth Brooks, this regional affiliate deserves our general attention and thanks.

Discussed Feb. 21 at the 1953 SECEA conference, Alabama Polytechnic Institute (Paul Haines, Program Chairman; Celeste Wine, vice pres., Sarah Herndon sec'y-treas.), the modestly designated 45-page "Tentative Report" of the ongoing SECEA project on the

"General Course in Literature" is a substantial instance.

Available on request (to be put to SECEA President Edward Foster), it is an intensively worked-out contribution to current thinking on higher education in a democratic society. It searchingly examines the problem of professorial responsibility, integrity, and efficacy in an epoch of mass education.

## Life-Blood of Master Spirits

This lively analytic chronicle of a sustained process in cooperative thinking stays close to the regional situation and regional needs; it returns benefits to its source; yet its results are relevant to the rest of our Society.

The report of the completed project, it is hoped, will be made available to all concerned with the health and spiritual wealth of our American academic community. Meanwhile, we must be content to offer here the final section of the interim report. It is the project director's own eloquent and admirable personal testament. Of it may be justly said what has been said of Samuel Johnson's Preface to Shakespeare. It is manly.—M.

## The Battle of the "Levels"

Glancing back to the battle of the "levels," I propose that in some later conference or inquiry, SECEA should consider these issues:

1. Are we willing to teach the middle sixty per cent of the students who now come to us in the general course (usually "sophomore lit.") with understanding of their abilities, interests, and general need for literature? This is not a rhetorical question. It is a real issue, and we waste our time in thought about goals or planning courses if many of us are simply unwilling to approach such inquiries in a spirit which promises a realistic solution. And, again, there is no gain in invoking the principles of general education if a majority of us are opposed to them.

2. What is the rôle of the teacher of literature—chiefly fidelity to subject, chiefly adaptation of subject to students? Chiefly, as the omnipotent one who can "make" literature interesting; chiefly as stage setter and discussion leader? Can we find sensible points between these extremes at which we can function with confidence and self-respect and with satisfaction to our students?

## Sock or Buskin?

There is one other question which exists at a more deeply personal level, one which I must touch humbly and only insofar as it has troubled and concerned me. To make communication easier, I approach it within the concepts of tragedy and comedy, asking: Is mine the tragic or the comic rôle? I remember the hero of Sophoclean tragedy—noble, proud, stubborn; nobly, proudly, stubbornly challenging fate—and dying. There is also the hero of high comedy. He does not lack courage, but he possesses in addition wit, flexibility, and resourcefulness. He lives and flourishes.

## "Don't Hell 'em Too Much"

As a person, I lean toward the tragic side. At least I have felt that my subject, literature, must be a very great one; that I must rise to its greatness, must transmit that greatness to others—whatever their resistance may be. In a sophomore course for engineering students, I have in the past used nine periods for *The Divine Comedy*, using every ounce of myself to make the whole vast conception of Inferno, Purgatory and Paradise come to life in the minds and hearts of students, many of whom were unready for even a moderately mature sermon or a very simple allegory.

Meanwhile, most of my colleagues were content if their charges carried away a "gentleman's knowledge" of Dante; and the wise course director was saying to them, "Men, don't hell 'em too much." I have tried in various ways to push the course toward a more probing analysis of "enduring values" than most students and teachers desire. The omnipotent teacher of the great subject which could lead us out of muck and vulgarity and mechanization into a humane and noble way of life—I have tried to be such a person for many years.

## The Not So Golden Mean

But I also looked at my blue books, talked with my students several years after they left my courses, tried to discover what aspect of my treatment of Dante was fixed in consciousness. In pedagogy, I tried to measure progress toward the goal which I had set before them—not SECEA's relatively modest "enjoyment" with a touch of "wisdom"—but appropriation of the greatness of great literature. How far had they gone? The middle group had gained almost nothing, to tell the truth, at least nothing closely related to my (Continued on Page 7, Col. 3)

## Our Brother's Keeper?

On June 20, 1952, the MLA received a grant of \$120,000, to be spent over a three-year period for a constructive inquiry into the rôle which foreign languages should play in American life. Among us in English there has been general joy at this piece of family fortune. Partly this has been altruistic. Partly it has been prompted by the feeling that what is good for the member is good for the whole. Yet teasing doubts have flecked the smooth felicitations. There have been sibling complaints of favoritism and fears of future rivalry. Neutralists have merely shrugged their shoulders, indifferently dismissing the whole affair.

"This We Are For," the proposed CEA Five Point Program (*Feb. Critic*), is neither indifferent nor negative. Nor does it rest on generalities such as: what is good for the part is good for the whole. It affirms, specifically, that our effectiveness as English teachers is closely related, in terms of teaching process, to competence in foreign languages. "We should know," runs the proposed credo, "related literatures well, at least two of them in their own language." And by implication, it affirms a parallel relationship between learning English and mastering foreign literatures.

Speaking for those administering the MLA Rockefeller grant in foreign languages, Prof. William Riley Parker, MLA executive secretary, has assured us he would welcome full and frank discussion in *The CEA Critic*, of the issues posed above.

We, in turn, invite your comment. Our columns are open. Are we our brother's keeper? Is he ours? For better or worse, what is our stake, as college English teachers, in the now well launched inquiry made possible by the Rockefeller grant?—M.

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## FROM THE ANNUAL MEETING (Continued from page 1)

"I had a professor, —" Rockwood said, and stopped. Abbott said, "Yes, Mr. Rockwood? We all did."

"I thought I'd like to be like him."

It's a funny way of earning a living," Rockwood said, "teaching. But sometimes, up on the third floor, when we're between classes, Grabbing a smoke, or talking, someone says, 'What about Haley, Do any of you have him?' and yes, and someone says, 'Good man.'"

Outside the office window, trees were still leaved, unleaving, Dappling in the cool air a shouldering shadow-pattern on the walks. The columns white, the bricks red, the grass green, the girls And books and cars moving, sky over all.

September. The new year.

We thought, How are we going to tell these new ones about good men?

"What about the dumb damned, and the deans, and papers, and the pay?" Uncomfortable was the word for Smith, at lunch, or in a meeting.

"What about the book I'm not writing? Shall we talk about the pay? About faculty wives? About no sabbaticals? Shall we tell the truth?"

Abbott reamed his pipe, combed his sandy hair with his left hand.

"Professor Abbott, do you remember reading the first books you read? Do you remember the feeling? I almost do, but I'm forgetting. Now that I'm on this committee, I'm trying to think back, way back Past footnotes."

Abbott said, "Yes, Mr. Wolcott, I remember."

We thought, How are we going to tell the new ones we remember?

Dr. Clement said, "In five minutes, the newly appointed instructors Will appear before the Committee. What principles, what rules Are to be laid down, what specifically is to be said to them?" Spinney was also knocking and hissing like a classroom radiator. Abbott stared out the window, and the golden leaves spoke, saying, In the voice of William Butler Yeats, for the Committee,

"When I was young, I had not given a penny for a song, Did not the poet sing it with such airs that one believed He had a sword upstairs."

And Henry Vaughan. "I saw Eternity

The other night, like a great ring of pure and endless light."

"God keep me," Melville cried, "God keep me from ever Completing anything. This whole book —" he meant Moby Dick — "Is a draught, Nay but the draught of a draught. Oh Time, Strength, Cash, and Patience!"

This was John Donne, darkly.

"As our blood labours to beget spirits, as like souls as it can, Because such fingers need to knit that subtle knot which Makes us man: so must pure lovers souls descend to affections And to faculties, which sense may reach and apprehend, Else a great Prince in prison lies."

"Remember thee?"

Said Shakespeare-Hamlet, "Aye, thou poor ghost, while memory Holds a seat in this distracted Globe: remember thee? Yea, from the table of my memory, I'll wipe away all trivial Fond records, all saws of books, all forms, all pressures past That youth and observation copied there, and thy commandment All alone shall live within the book and volume of my brain Unmixed with baser matter."

Dr. Clement looked at his watch, Spinney at some scribbled note-cards, and Rockwood at his hands, Anthropoid loose on his knees, wanting to do, do something.

The yellowing leaves fell, a few, then more, down the window, And September sun-slant patched the floor. Here Abbott Interrupted Donne, Melville, Shakespeare, Vaughan, Yeats, And his Faculty Committee on Teaching, because the door Opened, and the new teachers came in, to be told how to teach.

JOHN HOLMES  
Tufts College

[Prof. Holmes read this poem at the CEA banquet and annual meeting, Boston, Dec., 1952. He is a national vice-president of CEA and is author of *The Double Root, Address to the Living, Map of My Country*, and of the forthcoming volume of poems, *The Symbols*.]

possibly be as grief stricken as he pretends to be all through the poem? What sort of action is going on in the parts of the poem that have obviously survived the grief which certainly could not be so fierce after having been so thoroughly numbered? Is it moral to pretend great grief when it cannot exist? Is it moral to use your best friend's death as an excuse for a poem that you hope will sell many copies and make you famous? Isn't this a seriously Negativistic way of writing, utterly devoid of the AFFIRMATIVE AND HOPEFUL refusal to be maudlin which is the moral greatness of Baudelaire? Why could I not argue that there are times when the only Affirmation is to refuse, to destroy, to reject?

## Morality Is Perception of Life

To touch on Yeats again:

O may the moon and sunlight seem  
One inextricable beam  
For if I triumph I must make men mad.

I read a higher order of morality into that madness than I can into the moralist of easily claimed Positive Affirmations. In fact I am tempted to think that the art form is the true morality which is the passionate perception of life in its orders, and that what raises itself as the common voice of morality is only camouflage for a much lesser thing called RESPECTABILITY.

If you wish great teachers for the future madden them. Make literature live for them. Make the poem a poem for them, and not a document for citation in the Syntopicon. No school of education can do this for us. We are the teacher trainers.

JOHN CLARDY  
Harvard Univ.

## Curricular Fictions and Realities

Having granted that something should be done to improve the professional preparation of teachers of English, one is confronted with the problem of what to do. I see no way to avoid discussions of curriculum. Curriculum is one of the most useful of academic fictions. It is as important in education as legal fictions are in the practice and theory of law. It is no less vital for being artificial.

Admittedly, it is also dangerous. People have been known to forget that fictions are fictitious. They forget that they themselves made the neat little bins and partitions. They think God made them. This way madness lies.

## Not Easily Transferable

But curricula are necessary. They are the means by which men in academic life become accessible to criteria external to themselves. Without them, nothing can be either right or wrong. Nothing can be even so much as undesirable. They are the mechanisms by which private virtues become public benefits. I suppose I am saying that curricula are educators' codes of morality. And there is some truth in this observation. Perhaps this is why curricula, like codes of morality, are not easily transferable. In the fruit grower's parlance, they "ship" badly. They rot in transit. The best curricula are home grown.

## New Fictions Needed

Teachers of English are in a loose sense all of one locality. Only  
(Continued on Page 5, Col. 3)

## Hic Jacet: Grammar

Most of our thought about the English language has its origin in a pre-scientific era when written texts were the basis of study and the regimen was derived from inflected languages like Latin. Modern linguistic scholars, instead, treat speech as language proper and writing as a secondary symbolism. When they say of a language that it has been "reduced to writing," they speak literally, having in mind the loss of essential signals of meaning in the loose correlation of visible to audible symbols. Thus they demand of an English grammar that it be objectively and inductively derived from spoken English. Such a factual exposition of the nature and structure of English is indispensable to the English teacher if he is to grapple successfully with the problems of teaching reading and writing.

In his *The Structure of English* (N. Y.: Harcourt Brace, 1952), Professor Fries offers a scientific grammar of the English language. His procedure has been to examine English utterances according to methods accepted by linguistic scientists and published in such works as Bloomfield's *Language* and Bloch and Trager's *Outline of Linguistic Analysis*. Working with some 250,000 running words of recorded conversations of speakers of standard English, he has transcribed and ordered his material, then set out to identify the grammatical signals within it. He begins by teasing his evidence in various manners, looking for a way in. That way he finds by assuming that an utterance "means" the response it elicits. This gives him two kinds of utterance units, those that start conversations and those that are responses to them, which he then tests and compares, looking for recurrent parts and wholes, elements which are like and unlike other elements.

## A Radically Different Grammar

What he presents here is the resultant grammar, one which differs radically from what we are used to. He finds four major form classes. In order to fence out the effect of long use of grammatical terminology, he numbers these simply 1, 2, 3, and 4. They represent, in the main, our way of shuffling and interpreting the data of experience. They correspond roughly to the substantive, verb, adjective, and adverb; but large groups of words traditionally lumped under these heads are shifted out of the major form-classes and assigned to one or another of fifteen minor classes to which he assigns the letters A to O.

The four major classes are limited only by the number of items—things, actions, qualities, etc.—which the users of the language choose to name; but the minor classes, which Fries calls "function words," add up to only 154 words that recur again and again. They make up a third of the bulk of the material. He calls them "function words," because they perform, in the main, functions in the structure of utterances like those performed by two other kinds of signals: the positions of words and their changes in form. The former changes, limited in number also, apply almost entirely to the four major classes, identifying

them and relating them in utterances to the whole structure. The other main structural instrument is a large number of patterns of position which also identify the major classes and relate them to each other in utterances. Lightly touched on in this treatment are intonation patterns (pitch, stress, and pause), which also have structural—that is, grammatical—meaning.

To show the abstract nature of the whole machinery of the utterance, Fries has devised a relatively simple symbolism—simple compared with those commonly used by linguists communicating with each other—that displays the integrated patterns of the utterances, showing the major classes in their favorite positions, with their formal markers and the function words which relate them to each other.

Strictly speaking, we have here the structure of the fifty hours of talk Professor Fries recorded. It will be checked and tested by others in the future as any scientific formulation is tested; but it is only fair to say that no valid criticism can be made of it that does not rise out of comparably rigorous examination of similar evidence. Assuming that the basic matters of English structure are covered, we have a new grammar of spoken English; and it is the grammar on which each native speaker frames his utterances. It is thus the grammar of his writing as well as the grammar of his speech.

## Grammar for the Layman

In the presentation of his findings, Fries deliberately denies himself the economy of phonemic and morphemic statements used by linguists. He writes, rather, for the laymen who as teachers of English need to know the structure of our language but are not versed in the various fields of linguistics. He translates his examples into standard English spelling. He takes time to explain the genesis of his methods and their nature. And since his description is so at variance with traditional grammar, he analyzes the pertinent definitions and explains his reasons for reinterpreting or abandoning them. Thus he introduces us to the intellectual pleasures of linguistics—analysis and understanding of our native language—without all its pains, and, I think, delivers a public *coup-de-grace* to a "grammar" which has been stumbling around looking for a place to die. *Hic jacet.*

DONALD J. LLOYD  
Wayne Univ.

## Three Views of Grammar

## Who Killed Grammar?

In *The Structure of English* Professor Fries continues his effort to establish grammar on a scientific basis. He states that "this study has not by any means solved all the problems" (p. 217n), and, therefore, the question arises: what problems have been solved? His research is premised upon a series of assumptions, and he has exhibited some evidence to indicate that he can call these assumptions fact.

It is not clear that these assumptions are always well founded. The evidence, derived from wire taps on a telephone, apparently his own home telephone, is narrow in scope and subject to his own criteria for selection and elimination. Until the materials are made generally available and are then subjected to comparison with similar materials from other sources, the conclusions are interesting but not necessarily valid.

The basic assumption is that spoken language is the best source of grammatical patterns, despite the fact that a certain poverty of expression marks oral utterance as opposed to written language. Since native speakers of English are subjected to the tutelage of book-trained parents and teachers, the extent to which oral evidence alone is satisfactory is open to question. The most interesting and probably the most valuable part of this book is its discussion of the nature of responses in conversation. But this topic is not fully explored, and ultimately the problem is dismissed (p. 172) as not solvable in the terms of the thesis of this book. Any theory must deal with every form of expression, and to the extent that such elimination is necessary the theory breaks down.

## Conscious Effort and Learning Process

The second assumption is that the structural patterns of a language are learned unconsciously by a native speaker. This assumption is untenable psychologically, and, indeed, Prof. Fries himself twice indicates that conscious effort is necessary in the learning process: "The words must be learned and reacted to as words" (p. 111) and "An attempt to list all of the various meanings in the 'modifier' structure . . . is often necessary to make a native speaker of English realize their great diversity" (pp. 218-219). The degree of fluency and of structural normality in the use of language attained by any one person depends upon such a variable set of factors that the assumption of "unconscious" attainment of language power is not borne out by facts reported by psychologists. Thorndike demonstrated that certain "hard constructions" must be avoided in elementary education, and he based his graded series of readers upon his discoveries. The assumption throughout this book is that all children and all adults possess an identical language skill. But the author does not press this point, since he is not concerned with the full scope of the learning and using problems.

It is an error of judgment on the part of the author to confuse his "pure research" with the application of his results to the teaching

## Two Kinds of Grammar

In 1952 the Rocky Mountain MLA at Fort Collins, Colorado, devoted one of its meetings to a discussion of Prof. Fries' *Structure of English*, as reported by T. M. Pearce in *The CEA Critic* for January, 1953. I attended this meeting and consider Prof. Pearce's account of the conclusions drawn altogether accurate. But I should like to express the opinion that these conclusions were inconsequential and that the discussion reflected a failure to recognize the explosive latent in Fries' book.

## No Old Sweet Song

In the Fort Collins discussion it was apparently assumed that Fries has simply devised a new way of teaching traditional grammar, that most of the differences are superficial. For example, Fries uses numbers and letters, instead of names, for the different categories; he cuts the parts of speech down to four, distributing the others among fifteen groups of function words; he "defines words by context and usage rather than by any absolute concept of their nature and form;" and so on. The picture is a grammar that is perhaps a little more ingenious than we have had, rather more up-to-date and less stuffy, but that is essentially the same old comfortable traditional grammar.

## Misunderstanding Invited

I think this a mistaken view, though I concede that the mistake is easy to make and confess to hav-

process, for there is no teaching necessary if children of four (p. 57) attain "unconscious habits." For more than two thousand years teachers have been aware of the necessity for teaching language to children and adults who have not perceived the structural arrangements of words. All language items must be memorized or the location of their sources in dictionaries and other reference works must be memorized. The seemingly automatic use of language is identical with the seemingly automatic playing of a musical instrument by a performer thereon. The degree of skill results from conscious effort.

## The Meaning Not the Name

The third assumption of this book is that language can be codified grammatically on the basis of structure or word forms apart from the meaning inherent in the words. Indeed, the purpose of the book is to demonstrate the validity of this assumption. "The grammar of a language," says Prof. Fries, "consists of the devices that signal structural meaning" (p. 56). The limitation of the ideational content of the word *grammar* is accomplished by a rejection of that definition of *grammar* which would relate this subject to the meaning inherent in the words and word groups upon which a grammar is formulated. Had Prof. Fries been able to separate structure from meaning, there might be validity in his assertion. But since the grammar of any science, the codification of biology for example, depends upon the meanings inherent in the objects classified, the logical situation presents the simplest refutation of his assumption.

The social and educational utility of uniting the analysis of language with the purpose for which language is designed suggests

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ing made it on the first reading of Fries' book. The book invites misunderstanding, first in that it frequently makes comparison with traditional grammar, second in that in its terminology it presents the aspect of a neat and finished "system," third in that it has a good deal to say about its uses. Prof. Warfel, who, in a volume called *Who Killed Grammar?* attacks the book with his customary wit and vigor, may be pardoned for missing the point and arguing not whether it is true but whether it is simple and teachable.

#### Oil and Water

Having taught traditional grammar for many years and Fries' grammar for five months, I am now persuaded that the two do not have the same end in view, are not even working with the same material, and hence are not in any way comparable. Fries' grammar (I use this term for convenience, being aware that Prof. Fries is but one of many scholars working along this line in English and other languages) is concerned essentially with describing the structural signals by which English operates, the forms and the arrangements of forms used to distinguish questions from statements, nouns from adjectives, subjects from objects, etc.; when it wanders into questions involving the meaning of categories, it does so inconsistently and ill-advisedly.

Traditional grammar, on the other hand, is concerned essentially with explicating a rational system

second objection to his scheme. The fact is that his system of classifying words depends upon a knowledge of their lexical meanings. For example, Class I words (presumably nouns) are assigned correlation forms (pronouns), but there is no explanation of how the user can refer to *spinster* or *master* without knowing the lexical meanings of those words (p. 119). Again, "lexical compatibility" (p. 223) determines whether nouns may be used as adjectives. In short, the author falls back upon the methodology of the grammar he seeks to supersede whenever his own system is inadequate. No one can use Prof. Fries' system without first memorizing the lexical meanings of many thousands of words.

This book sharpens our awareness of the unfair, wholesale condemnation of so-called formal grammar. Except in a few matters of divided usage and possibly a few grammatical items, there is nothing in the traditional grammar which this book eliminates. It substitutes new problems for old ones by eliminating a discussion of tense, voice, and mood. It affords no better description of the language than formal grammar has given. It would destroy the relationship between the grammar of English and that of other languages. It would introduce chaos where there has been some sense of order. The new grammarians have reached a dead end if this book is an evidence of their best thinking. They have destroyed faith in grammar teaching and in ansculotte fashion have proposed something worse than they overthrew. Theirs, indeed, has been a desolating victory.

HARRY E. WARFEL  
Univ. of Florida

and has dealt chiefly in non-linguistic concepts involving the meaning of categories; when it has wandered into questions having to do with structural signals, it has done so casually and amateurishly.

#### The Cup of Uniquity

There are other differences. Fries' grammar has absolutely no relevance to anything except English; traditional grammar has, if not universal relevance, at least relevance to the well-known Indo-Germanic languages. In traditional grammar, the protection of the system is important, and it has been protected not only by the ignoring of large areas of the language, but also by explicit dismissal of what falls outside the system as "idiomatic" and therefore not discussable; often "ellipsis" and historical development are relied on to explain away inconsistencies.

In Fries' grammar the system has—or should have—no meaning except as it describes the structural signals of the language; if at any point something is seen in the language which the system does not account for, then the system, not the language, must give way, must be modified or expanded until it is adequate for the recorded data.

#### The Question Is —

Examples of these differences are readily found. Traditional grammar commonly divides sentences into various categories—declarative, interrogative, exclamatory, imperative. These are then defined on the basis of purpose or result, e.g.: "An interrogative sentence is a sentence that asks a question." In a textbook there may then follow an exercise in which the student is directed to pick out the questions and label them as interrogative sentences. Fries, however, is not concerned with defining the term "interrogative" or with training students to apply this term to questions; rather his concern is to describe how the patterns to which we respond as questions differ from those to which we respond as statements or requests. This proves complicated; in *Structure of English* it occupies thirty pages, which by no means exhaust the subject.

#### Complications Compounded

If the survival of Fries' grammar depends on its being simpler than traditional grammar, it will not survive. It is assuredly not simpler. Nor is it yet as complicated as it will be. If Professor Fries' apparatus does not itself become sacred, as that of traditional grammar has done, if his work is not viewed as simply a system which at all costs must be preserved, however much the language may be distorted, then we may expect further research to present a more elaborate picture still.

Maybe there will turn out to be not fifteen function groups but fifty. There will be just as many as description of the language—or of the dialect of the language one is interested in—demands. Probably Professor Warfel is right in saying that it is easier to teach traditional grammar. Probably it always will be.

#### Grammarian in a Quandary

But the question to be asked is not "Which is the more teachable?" but "Which do we want to teach?" We do not now customarily decide such matters on the basis of simplicity. We have for instance de-

(Continued from Page 3, Col. 4) at this time of year are we geographically so, but in general we understand each other. I believe that a serious attempt to improve the preparation of teachers of English for their various assignments will require the careful development of some new curricular fictions. I believe that these fictions must emerge from local, regional, and national agreements and disputes.

I do not expect that these discussions can lead to absolute perfection. A professor of long experience once said to me that no teacher can amount to much if he does not in some respect rise above his training. I can conceive of no program of training which I should be willing to trust completely. A few bad teachers would struggle through it somehow. On the other hand, I do not believe that we of the present generation of teachers are so bad as to defy improvement.

**Technical Procedures Not Enough**  
The preparation of teachers seems easy only if one adopts an easy idea of what teachers should be. In fact, the words "teaching" and "research" are vulnerable to precisely the same abuse. Both words may be used to denote wholly unimaginative technical procedures. Procedural technique is necessary, of course, in all undertakings, but there is a sense in which both teacher and research man must, like Satan on his junket through Chaos, build their bridges under them as they go.

The teaching of teachers will fail if it depends upon pat methodologies isolated in special courses. Learning to teach English is inseparable from learning English. Knowing how to teach English is a special case of knowing English.

#### Improve Graduate Courses in English

Except for certain matters of educational organization, philosophy, and psychology—and these are basically the same for teachers of anything at the college level—I do not believe that we have much to gain by separate courses in pedagogy. Certainly nothing is to be gained by the use of legal course requirements. The law is too crude an instrument to measure good teachers by.

Whether people who know English can teach it effectively is a question of how they know, how they think, and how they convey their ideas to others. Even if we establish courses in pedagogy by the score, require them of everyone, and submit to them ourselves, the *how*s of knowing, thinking, and saying characteristic of us will remain those of a different group of courses—the courses in graduate English departments. If the program which leads to the doctoral degree in English at our major universities is in some way inimical to good teaching, and if it continues so, then our teaching is correspondingly bad, and will continue so.

I am saying, I suppose, that just possibly there may be something wrong with us. I am saying also that there is nothing wrong with us that anyone else can fix. We may need some new fictions. If so, we must invent them ourselves. And if these fictions do not reflect the best wisdom of the past fifty years of careful scholarship, then in my opinion they will be good for nothing. On the other hand, they might well reflect also a livelier sense for the qualities of mature humanity than we have seemed at times to possess.

HENRY W. SAMS  
Univ. of Chicago

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## Proposed CEA Five Point Program

### Basis for Professional Code

Although the Proposed CEA Five Point Program is couched in terms certain to make it mean many things to many men, I am happy to subscribe to its spirit and to look forward to the criticism and discussion which will, I hope, eventually bring about its establishment as the basis of a code of English teaching practices.

To work out such a code is to achieve much more than just another set of pious resolutions. Rather it is to take an important step toward resolving the increasingly bewildering situation of the English teacher in present-day education.

T. H. Huxley, Victor

English teaching is not attracting the best minds. The sciences are in the ascendancy, and the liberal arts are the stepchildren of the curriculum. Most good students, even when they are willing to accept the underpaid work of college teaching, prefer to enter the scientific field, where the demand for teachers is greater and where the chances for additional pay through consulting fees and part-time business or industrial connections are greater.

### Enough Candidates or Talent

At the same time, there are plenty of persons who want to teach English, far more than there are jobs available. This would seem to be a favorable situation, but in reality it is not. From my observations, much of this prospective teaching material is mediocre or worse, consisting too largely of what I term "unregenerate English majors," i.e., students who cannot make up their minds what field to enter and who drift into English simply because they like to read. But after eliminating these drones and the rest of the obvious incompetents, we still have enough candidates of talent to fill our needs. The joker is that, despite their promise, most of these last, through lack of training, are woefully unprepared to teach.

### The Final Turn of the Screw

The final turn of the screw has yet to be experienced, but we won't have long to wait. Within a couple of years, we are told by the President's Committee for Higher Education, some 5 million students will be in college, as compared to slightly more than half that number today.

All of these students will presumably take English courses. Who is going to teach them competently, in a manner which will not only give satisfaction to the profession but also to a public still a bit suspicious of the "longhairs" and "eggheads" they feel to constitute the personnel of all English departments?

In the present and future difficulties of English teaching, one point seems clear, viz: *Much of our dilemma is of our own making as a result of our failure to organize ourselves in a professional manner.*

Though technically employees, teachers have always liked to consider themselves professionals, along with the more generally self-employed professions of medicine, dentistry, or law. And yet, through the lack of a national accrediting

body, we have allowed persons to enter our ranks with almost none of the formal qualifying procedures necessary to entrance into other professions. As it stands at present, a candidate for a college teaching post need only have a degree of some sort.

### Standards Wanted

We have as yet established no standards to ensure that the degree-holder, whatever his degree, his scholarly attainments, or his personal attractiveness, can teach. Medicine, dentistry, the ministry, the law, and even accounting all require supervised training periods before the admission of a candidate to general practice. These professions also require aspirants to appear before character and other committees as a condition of certification. Why should not the teaching profession do likewise?

Point Two of the Five Point Program includes the following statement: "Training to teach should be a part of our professional preparation. The training should include supervision of beginners by professionally competent advisers." It seems to me that this statement could well become the basis for the foundation of a required internship for all beginning teachers of college English. We are in a particularly fortunate position to establish such internships, partly because of the large number of candidates for the teaching of English and partly because of the large concentration of students in freshman and sophomore English courses.

### Specific Proposals

Graduate study for a degree in English should include one term of study of English grammar and one term of literary forms, including the mechanics of poetry. Candidates for certification as English teachers should be required to pass a comprehensive examination in grammar and mechanics before being admitted to professional standing.

Upon completion of the M.A. degree, teaching candidates would be eligible to begin a two-year internship in any English department accredited by the national supervisory body. This internship would occupy about fifteen hours per week during the school year.

Further graduate work could be pursued during the interne period, but such study should be limited to prevent the overtaxing of the candidate's health, efficiency, or enthusiasm. Graduate course requirements could be somewhat reduced to allow for the pursuance of an internship.

### Seminar on Teaching Techniques

The first year of internship would require the auditing of classes in composition and sophomore literature, the grading of some student themes, consultation with students on course problems, and attendance at a regularly conducted seminar (not a methods course!) on teaching techniques in composition and literature. Occasional supervised classroom teaching could also be included.

The second year would require the regular teaching, under careful

## Don't Tie the CEA Down!

In the controversy that is sure to rise over the proposed adoption of the Five Point Program, I hope that we shall not overlook the fact that the most important question does not concern the validity of the particular proposals.

The truly important issue is whether the CEA should have a "program" at all. Should it go on record as favoring certain trends in the teaching of English and thereby implicitly opposing others?

I feel most emphatically that it should not. The CEA should be an informal association of college teachers of English, dedicated to no specific programs, ruled by no specific creed, but generally aiming at the improvement of its members' teaching.

### Remain an Open Forum

This improvement can be assisted through the exchange among its members of practical pedagogical suggestions growing out of their experience in teaching and their scholarly research. The CEA has great value as an open forum for mutual encouragement, airing of complaints, and swapping of pet ideas. Its duty is to assist its members rather than to campaign for specific policies. To tie the

CEA to a particular program and to use it to exert pressure is to destroy its principal merit.

### No Creed Needed

Furthermore, I think that a warning against the proposed program is needed. As the Five Point Program is phrased, it sounds innocuous. But it injects into the CEA controversial educational, social, and political concepts.

These are wholly welcome when they come as personal opinions from individual members. But, if accepted as a creed by the CEA as a whole, they will be dangerous to the association's very life, since they will divide member from member. We need no Thirty-Nine articles; they will only establish criteria for heresy.

Let us, then, keep the CEA tolerant, united, informal, and delightfully disorganized. Let us blunder along, slowly, apparently aimlessly, pleasantly. Let us keep the CRITIC as an organ of opinion without a policy. If we stick to our task—the interchange of specific ideas about subject matter and methods in college English—we can achieve much. But a particular program will only hinder us.

CURTIS DAHL  
Wheaton College

supervision, of not more than two sections of composition or literature. Admittedly, freshman composition is difficult to teach and should be entrusted only to experienced experts. But what institution can afford to have a staff of senior men large enough to handle all of its freshman English sections?

A carefully trained and supervised group of internes would serve at least as well as the body of inexperienced, harassed, and usually bored Ph.D. candidates who are assigned to most of our composition sections at the present time.

### Successful Candidates Certified

A candidate successfully completing his internship would be certified by the institution where he performed his training duties. He would then be examined for character and general competence by a committee appointed by the national accrediting body and, upon passing this examination, would be eligible for full-time college teaching. It would not be necessary for this certification to be made a legal requirement, because a carefully worked-out internship program would soon gain recognition and would probably become as important a factor as an advanced degree in the hiring of new teachers.

Obviously, there are many problems involved in this program. For one thing, the machinery of a national accrediting body would be difficult to establish and maintain. For another, not every aspirant to the teaching profession could find a post as a teacher in training.

But the medical, dental, and legal professions have met both of these difficulties and we can do the same. If marginal students are discouraged by stricter requirements for internships, it is all to the good of the profession, and it would be a real kindness to the less

gifted to discourage them before they invest too much time and money in further education.

### Discussion Invited

Altogether, the foregoing is only the sketchiest of proposals, but I am sticking my neck out in the hope that CEA members might be aroused to discussion and that out of the refined wisdom and experience of the CEA we might eventually establish demonstrable professional standards leading to a classroom achievement which will be the pride of teachers, students, and general public alike.

ROD W. HORTON  
New York University

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**CEA Institute**

University of Florida

Gainesville, June 25-26, 1953

This Institute extends CEA efforts toward increased understanding and cooperation between the liberal arts and executive management. Held in conjunction with the annual conference of the American Society for Engineering Education and as part of the University of Florida's centennial, it will consider, among its central questions, the rôle of humanistic studies for the engineer who ultimately assumes executive responsibilities in business, industry, government, defense, and the social services.

A pre-Institute get-together is planned for the evening of June 24. "Alumni" of the 1952 CEA Institute, the Johnny Victor Theater session on liaison, and other CEA-sponsored liaison activities will be glad to initiate newcomers, who will be most welcome. Hazing will be mild.

The schedule will include general sessions, group discussions, and social interludes and excursions. Participants will be college teachers of English and other humanities and liberal arts and sciences, representatives of executive management and of university administration, engineering educators, engineering graduates in executive posts, textbooks publishers, and the educational press.

Gracious letters of invitation have come from Dr. J. Hillis Miller, President of the University of Florida, and Dean Joseph Weil, of its College of Engineering. Dean Weil has been very helpful. Officers of the American Society for Engineering Education, too, have cooperated. The Southeastern College English Association is a leading sponsor.

Prof. Harry Warfel, coordinator at the University of Massachusetts CEA Institute, is staff associate heading up the committee on arrangements. Other members are L. P. Boone, W. C. Childers, W. A. Clark, R. J. Cutler, J. T. Fain, C. A. Robertson, D. P. Veih, R. B. Vowles, J. H. Wise.

Among the consultants: Richard S. Bowman, Cooper Union; Glenn J. Christensen, Lehigh; Edward Foster, Georgia Tech; John Q. Hays, Texas A. and M.; Clyde Henson, Michigan State; Strang Lawson, Colgate; Donald J. Lloyd, Wayne; Frederic E. Pamp, Jr., American Management Association; John P. Tolbert, Socony-Vacuum; Howard Vincent, Ill. Tech.; Andrew J. Walker, Georgia Tech. Max Goldberg, co-ordinator, CEA-sponsored liaison activities, is director.

The April Critic will carry a full story.

For further details, write to Prof. Warfel.

**Bulletin Board**

The New England Association of Teachers of English will meet in Portland, Me., Fri. and Sat., Apr. 17-18. CEA members are cordially invited to attend. Miss Frances Hueston, Deering High School, Portland, is the conference chairman. The highly successful meeting she arranged several years ago is ample assurance that those who attend the forthcoming NEATE sessions will be richly rewarded. Dr. Marion C. Sheridan, NEATE president, voices the hope that more college people will join their secondary school colleagues in such meetings.

A list, with employment qualifications, of ACLS Scholars and advanced Graduate Fellows, 1952-53, is being distributed through the ACLS headquarters, 1219 Sixteenth Street, N. W., Washington 6, D. C. Each individual listed is designated, not by name, but by number.

The Fourth Annual Round Table Meeting on Linguistics and Language Teaching will be held at the Institute of Languages and Linguistics, School of Foreign Services, Georgetown Univ., 1719 Massachusetts Ave., N. W., Washington, D. C., Apr. 10-11. There will be three panel discussion sessions, on language and language-ability testing, on the acoustic and engineering approach to languages, lin-

guistics and the humanities. Prof. John B. Carroll, Harvard, will chair the first session. Prof. Bernard Bloch, Yale, will speak at luncheon on the 10th, and the concluding speech at luncheon on the eleventh will be given by Prof. Norman L. Torrey, Columbia. From the announcement: "You are cordially invited to attend and to bring those of your colleagues who are interested."

**Received with Thanks**

From Joseph Mersand, President, New York State English Council, "Summary and Outline," Forty-Second Annual Meeting, NCTE. Copies may be secured from Mr. Mersand, Long Island City High School, Long Island City 1, New York.

(Continued from Page 2, Col. 3)

purposes. Nor was I too much to blame, for I had done all that I could. And the boys? I could not blame them either; they were simply unready for masterpieces though they were very good people indeed.

Then doubts began. During those nine hours when we had struggled with *The Divine Comedy*, we might have been reading something else less exalted but really, for my boys, more rewarding. In doing my duty proudly, had I been wasting their time?

**Accept the Universe?**

It was hard for a proud person to confess that he was not omnipotent, that his subject was important and lovely yet not quite the whole of art, knowledge, and wisdom. It was hard to admit that if chaos and old night were to be held back, I and my subject would need help from colleagues in other departments and from all of the others who lived in the non-campus world. It was just about impossible for me to confess that neither I nor my subject nor my students could transcend the limitations of

our own natures and our own backgrounds.

Yet there was the young colleague who taught well but without much straining. He said, "Literature should be taken seriously—but not too seriously." He also said by inference, "You must take yourself seriously—but not too seriously. I am still somewhat short of his easy and confident wisdom, but his is the direction in which I am trying to go. And of course I am excited about the possibility of discovering 'reasonably accessible classics,' because I know that I cannot 'make' anything interesting. Having moved over to the comic rôle, I'll have to stay within my own limitations. And give literature a chance."

EDWARD POSTER

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### Burges Johnson Essay Contest for Non-English Majors

The College English Association announces a Prize Essay Contest open to all full-time junior and senior undergraduate students not English majors in accredited American universities, colleges, and teachers' colleges.

**FIRST PRIZE:** \$100.00 in cash, the prize essay to be published in *The CEA Critic*.

**HONORABLE MENTION:** Essays awarded honorable mention may be published in full or in part in *The Critic*. All essays submitted become the property of the College English Association. The decision of the judges will be final.

**ESSAY TOPIC:** What English Departments Should Do for Students Not English Majors

Length: Not over 1200 words.

(It is suggested that essays discuss the aims, purposes, desired results, and the means to achieve them. They should consider the study of books and of writing.)

#### Directions

To be considered, all entries must be postmarked no later than midnight, May 17, 1953. Essays should be submitted in sealed envelopes bearing the statement, "My essay submitted to the College English Association Prize Contest, 1953," followed by the signature of the contestant, the name and address of his college, and his own address.

Essays must be accompanied by a statement on official stationery from the head of the English Department, or other college official, that the contestant is a full-time junior or senior student in good standing at his institution, and not an English major. All manuscripts must be double-spaced typescript, and each page, upper left, must bear the name and address of the author.

Entries should be addressed to: Executive Secretary, College English Association, Box 472, Amherst, Mass.

#### Middle Atlantic CEA

Program, spring meeting, Sat., May 2, Institute of Languages and Linguistics, Georgetown University, 1917 Mass. Ave., N.W., Washington, D. C.

Morning session (10:30-11:45 a. m.) George Trager, "The Field of Linguistics;" Archibald Hill, "Linguistics and Literature."

Afternoon session (2-3:30 p. m.) 1. Business Meeting. 2. Panel Discussion: "The Relationship between Linguistics and Courses in English Composition and Literature." Chm.: James Craig LaDrière (The Catholic Univ. of America). Speakers: Franklin D. Cooley (Univ. of Maryland); James Walker, Ford Faculty Fellow; Donald Lloyd (Wayne Univ.).

Prof. Cooley's subject: "What Does the English Teacher Seek from Linguistic Training?" Dr. Walker's is "What Is the Linguistic Training of the English Teachers?" Prof. Lloyd's is (tentatively) "Some Implications of Linguistic Studies for the Teaching of Courses in English Composition, Language and Literature."

For those who wish it, luncheon is available at noon at the Cafe of the Hotel Martinique (1211 16th St., N. W.).

Further information from Prof. Charlotte Crawford, Howard Univ., regional president and program chairman.

#### Chicago CEA

March 5, at Roosevelt College, with Kendall Taft presiding, a planning session for spring meeting. Participants: Wallace Douglas, Northwestern; Mollie Cohen, Robert Frank, Illinois Tech.; Benjamin Lease, Ernest Van Keuren, Univ. of Ill. at Chicago; Charles Kaplan, Thomas Sandke, Roosevelt; Henry Sams, Univ. of Chicago; Max Goldberg.

Chicago area CEA meeting, Sat., May 2, Univ. of Chicago, Soc. Sci. Hall, Room 122. Morning and afternoon sessions, 10 to 4. General Topic: "What Is a Good Introductory Literature Course?" CEA membership not required. All college English teachers are cordially invited. Registration fee: \$1.00. Officers: Kendall Taft, pres.; Robert Frank, v. p.; Ben Lease, sec'y-treas.

#### CEA Regional

The annual meeting of the Texas College Conference of Teachers of English will be held, in conjunction with the South-Central Renaissance Conference, at the Univ. of Texas, Austin, Apr. 24-25.

A CEA breakfast is scheduled for Sunday, Apr. 26. For details, write to Prof. Margaret Lee Wiley, Sec'y-Treas., SC CEA, East Texas State College, Commerce, Tex.

#### Bureau of Appointments

The CEA Bureau of Appointments is maintained by Albert Madeira (Box 472, Amherst, Mass.) as a service to CEA members. The only charge, in addition to national CEA membership, is \$3.00 for a twelve-month registration. Registrants who are not CEA members should include with their registration fee the annual membership fee of \$2.50—\$1.00 for dues and \$1.50 for subscription to the *CEA Critic*. Registration does not guarantee placement. Prospective employers are invited to use the services of the CEA Bureau of Appointments. (No charge.)

#### CEA Regional Spring Meetings

##### NY CEA

Sat., Apr. 11, Hamilton College, Clinton. Program chairman, George L. Nesbitt, Hamilton, regional president.

##### Penn CEA

Sat., Apr. 25, Temple Univ., Philadelphia. Ernest Earnest Temple, program chairman. Calvin D. Yost, Sr., Ursinus, Sec'y-Treas. Kenneth Longsdorf, Franklin & Marshall, Pres.

##### Mich. CEA

Sat., Apr. 25. Information from Donald J. Lloyd, Wayne, Sec'y-Treas.

##### NECEA

Sat., May 2, Univ. of New Hampshire. G. Harris Daggett, Univ. of N. H., program chmn. Gen'l session speaker: Philip Wheelwright, Dartmouth.

##### GNY CEA

Fri., May 8, 8 p.m., 301 Philosophy Hall, Columbia. Prof. LoLaBrant, N.Y.U., moderator.

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